

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant		
Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL UNIT 24 MAY 12 PM 1:33 </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson; techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Mathis ISD	205904	Mathis Intermediate – 041; Mathis High School – 001		
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
1-746001710	2	34	045372539	
Mailing address		City	State	ZIP Code
602 East San Patricio		Mathis	TX	78368-
Primary Contact				
First name	M.I.	Last name	Title	
Dr. Maria		Rodriguez-Casas	Superintendent	
Telephone #	Email address		FAX #	
361 547 3322	mcasas@mathisisd.org		361 547 4198	
Secondary Contact				
First name	M.I.	Last name	Title	
Chris		Casarez	Director of Operations	
Telephone #	Email address		FAX #	
361 547 3322	ccasarez@mathisisd.org		361 547 4198	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Maria		Casas-Rodriguez	Superintendent
Telephone #		Email address	FAX #
1 547 3322		mcasas@mathisisd.org	361 547 4198

Signature (blue ink preferred)

Date signed

Dr. Maria Rodriguez-Casas
Only the legally responsible party may sign this application.

5/4/2014

701-14-107-121

Schedule #1—General Information (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This Technology Lending application will target fifth, ninth, and tenth graders in all subject areas and all subpopulations of students in grades five, nine, and ten including special education students in Mathis ISD for lending tablet type devices and providing residential internet access. The grant initiative will also target students in grades six, seven, eleven, and twelve by providing them with access to multi-user mi-fi devices for residential internet access. Providing internet access for students in grades six, seven, eleven, and twelve will exponentially increase the distribution of this hardware when students connect devices at home to multi-user mi-fi devices.

Subject Area/Grade Level Using Digital Content: The district has adopted digital content for ELA for grades 6-12 as well as APlus Learning for grades 9-12 and Compass Odyssey for grades 6-12. Fifth, ninth and tenth graders use digital content such as Compass Odyssey, Think Through Math, and APlus Learning. All of this digital content can be accessed off campus. Other forms of access to digital content including internet research are desirable and would be facilitated by receipt of this grant funding. Dual credit students at grades 9-12 also access digital content as required in that coursework.

Prioritization of Campuses most in need of Lending Technology: Fifth, ninth and tenth graders in Mathis ISD have been targeted on this technology lending application due to NOT Meeting Standards at grade five particularly with regard to low student achievement especially in Math and Reading at this grade level as well as the implications of student achievement for retention and projected graduation rates. Additionally, ninth grade students in 2012-2013 school year will be exiting the Mathis Middle School Campus where each student had their own Dell Duo laptop through Texas Title I Priority Schools funding, thus the effort to provide access to a device for students in ninth grade is a priority so they will have a tool for internet access and schoolwork and the progress made in access to technology at the middle school level will extend into high school through providing ninth graders with technology access in the form of tablet-type devices and internet access. Mathis Middle School is also prioritized for this application because these students do have the 1:1 technology hardware, but many lack internet access off campus. Mathis Middle School is a high needs campus in transformation process from a successful Y1 TTIPS implementation moving to a Y2 continuation. All three of these campuses are also members of the Asia Society International Schools Consortium and are designated international schools. Providing internet access to these students off campus will assist these schools in reaching their global international oriented goals.

Equitable Access to Lending Technology and Internet Access including ECODIS and SPED pops: Students in targeted grades in this application will be loaned Tablet-type device laptops and MIFI internet access devices per district policy as described in the district technology plan and acceptable use policy and that process will be honed as needed during the implementation of the project. While this application does not fund enough Tablet-type devices or MIFI devices for 100% of all students at the targeted grade levels, additional Tablet-type devices will be purchased through local funds to provide access for all students in the targeted grades. With regard to students not targeted with Tablet-type devices, equitable checkout of mi-fi materials is noted in the district technology and acceptable use plan and will be implemented and honed during the grant award period as needed. MIFI devices have been the internet solution of choice due to the multiple internet access capabilities available with each MIFI thus through an electronic tracking system siblings at two campuses living in one household could be served by one MIFI device. District and campus personnel will disaggregate data between campuses to determine where one household is serving siblings so that there is not a duplication of the distribution of devices.

How this Lending Facilitates Accomplishment of Objectives of District Tech Plan: Providing internet access and access to Tablet-type devices facilitates the mission and vision of the district technology plan which in summary targets "integrating learning skills and 21st century tools so that Mathis ISD students fully understand material in a current context that will allow them to function effectively in personal, community and workplace environments" and to "be able to work and compete in an ever-changing global society in the 21st century." Moreover, with regard to acceptable use policies as defined in that document and the district technology plan, consideration given to controlling internet content accessed by the internet devices, all school equipment logging into the internet through the MIFI devices will be redirected through Lightspeed content filter. In addition to the Lightspeed content filter, there will be a requirement that parents and students sign an acceptable use policy agreement for internet access on any residential technology that may be used to access internet through these devices.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 205904			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$24313	\$	\$24313
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400			
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$75750	\$	\$75750
Total direct costs:			\$	\$	\$99814
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$99814	\$	\$99814
Administrative Cost Calculation					
Enter the total grant amount requested:					\$NA
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$NA

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 205904		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Expense Item Description			Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Building use <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Telephone <input type="checkbox"/> Administrative </div> <div> <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other: </div> </div>		\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$
Professional Services, Contracted Services, or Subgrants Less Than \$10,000			
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000			
Specify topic/purpose/service: Provide Internet Access to Student Homes			<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Contracted service with Verizon for internet service			
Contractor's Cost Breakdown of Service to Be Provided			Grant Amount Budgeted
1	Contractor's payroll costs	# of positions: 1	\$24314
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			\$24314
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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 205904		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
2	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
		Total budget:	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$24313	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$24313	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 205904			Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.				
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Tablet-type devices for grades 5, 9, and 10	302	\$250	\$75,750
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$75,750

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 205904										Amendment # (for amendments only):					
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.															
Total enrollment:															
Category	Number	Percentage	Category										Percentage		
African American	22	N/A	Attendance rate										94.3%		
Hispanic	1583	N/A	Annual dropout rate (Gr 9-12)										6.6%		
White	107	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)										N/A		
Asian	4	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)										N/A		
Economically disadvantaged	1440	83.9%	Students taking the ACT and/or SAT										N/A		
Limited English proficient (LEP)	49	2.9%	Average SAT score (number value, not a percentage)										N/A		
Disciplinary placements	36	1.9%	Average ACT score (number value, not a percentage)										N/A		
Comments															
None needed															
Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	65	146	167	163	126	142	133	112	104	106	114	100	115	115	1716
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	65	146	167	163	126	142	133	112	104	106	114	100	115	115	1716

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Schedule #13—Needs Assessment

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As of the 2010 census, Mathis had a total population of 5034. Mathis has a median income per household in the city of \$20,015, and a median income for a family of four of \$29,986. The per capita income for the city is \$15,031. Population below the poverty line is 38.2% with 31.4% of families below, according to the above source. These families comprise the student population in Mathis ISD which is 83.9% economically disadvantaged. These students by and large do not have technology, including internet access in their homes. Need for providing this access as related to student achievement and the ever-widening digital divide could be mediated by lending technology to students for use off campus in the form of tablet-type devices and Mi-Fi internet devices.

Fifth, ninth, and tenth grade students in Mathis are the target population for tablet-type device distribution in this grant project due to several factors. The fifth grade campus has not Met Standard in Reading and Math and could benefit from off campus access Think Through Math, Compass Odyssey, etc. Students entering the ninth grade are exiting the Mathis Middle School campus where students were provided beginning in the 2011-2012 school year with Dell Duo laptops through TTIPS funding. The progress made by providing 6-8th graders with technology access needs to extend to ninth graders as they enter high school. Additionally, while the 6-8th graders have been provided with the hardware through the TTIPS grant, this technology lending funding could provide the internet access to those students through checkout of MIFI internet devices.

Districtwide, math is weak with 61% at Phase I Level II. Writing is at 44%. Science is at 61%. Social Studies is at 62%. There is a substantial amount of research literature examining high school dropout that identified grade retention as a predictor variable (Alexander et al., 1999; Ensminger & Slusarick, 1992; Grissom & Shepard, 1989; Rumberger, 1995). Improved student engagement through access to laptop technology at the fifth, ninth, and tenth grade level as well as improved internet access seeks to mediate the digital divide and keep students retained in high school eventually graduating under the increased rigorous standards of STAAR assessments.

On the middle school campus, while students in grades 6-8 received Dell Duo laptops in 2011-2012 funded by a TTIPS grant, access to internet would increase the impact of this hardware exponentially relative to the capacity to access online ELA content as well as Compass Odyssey online software licensed to the campus for 24/7 remote access.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 205904		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Provide students in grades 5-12 with residential internet access	Internet devices will be equitably distribute internet access devices including sibling data as well as concentration of student residences in district.
2.	Provide students in grades 5, 9, and 10 with access to individual tablet-type devices on an equitable basis	Use demographic student data to equitably distribute tablet type devices including sibling data as well as concentration of student residences in district.
3.	Raise student achievement in all content areas in grades 5-12	Monitor student achievement through various evaluation methods as described in this application and adjust as needed based on data collected.
4.		
5.		

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Schedule #14—Management Plan				
County-district number or vendor ID: 205904			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Chris Casarez,	Mathis ISD Director of Operations will coordinate the grant project at the district level. Mr. Casarez has a mid-mgmt as well as superintendent certification and has served as an administrator in Mathis ISD for five years.		
2.	Peter Fernandez	Mathis ISD District level Technology Director was recently hired after most of the prior staff was removed. He is currently demonstrating expertise in the role and ensuring successful technology application and implementation throughout the district.		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Provide students in grades 6-12 with residential internet access	1. Use demographic student data to equitably distribute internet access devices including sibling data as well as concentration of student residences in district	10/01/2014	08/01/2016
		2. Purchase budgeted number of mobile internet devices	10/01/2014	08/01/2016
		3. Ensure that all parent/student technology-lending agreements are signed and on file before devices distributed.	10/01/2014	08/01/2016
2.	Provide students in grades 5, 9, and 10 with access to individual tablet-type devices on an equitable basis	1. Use demographic student data to equitably distribute internet access devices including sibling data as well as concentration of student residences in district	10/01/2014	08/01/2016
		2. Purchase budgeted number of mobile internet devices	10/01/2014	08/01/2016
		3. Ensure that all parent/student technology-lending agreements are signed and on file before devices distributed.	10/01/2014	08/01/2016
3.	Raise student achievement in all content areas in grades 5-12	1. Provide internet access as described in this application devices	10/01/2014	08/01/2016
		2. Provide equitable access to tablet-type	10/01/2014	08/01/2016
		3. Monitor student achievement through various evaluation methods as described in this application and adjust as needed based on data collected.	10/01/2014	08/01/2016
Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 205904	Amendment # (for amendments only):
<p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>In order to solicit feedback and monitor progress on an ongoing basis, this Technology Lending Grant will use the Stufflebeam's CIPP Model of Evaluation. This process has been utilized by district and campus personnel across various projects. The Stufflebeam's CIPP Model is a comprehensive framework for formative and summative evaluations of projects, programs and systems (Stufflebeam, 2003). CIPP stands for context, inputs, processes and products evaluation. Context evaluations ask what needs to be done. What are the problems? What are our goals? Input evaluations ask what needs to be done. What resources human or material do we need? What are our plans? Process evaluations assess the implementation of the plans. What should be done and is it being done correctly? What are our actions? Product evaluations identify and assess outcomes. Campus and district grant coordinators will meet frequently early in grant and as needed to ensure both curricular and fiscal implementation meets the timeline thresholds of 3 month Pr% expenditure and 6 month 100% expenditure.</p>	
<p>Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Mathis ISD has participated in a number of technology related grants over the past several years. They were in partnership with a Vision 2020 grant with some students receiving laptops several years ago. In 2009-2011 they were part of a T3 grant in collaboration with two other high needs districts and Texas A&M University – Kingsville which provided intensive professional development and campus technology in form of Promethean boards, teacher tablet laptops, projectors, Vernier probeware, etc. Currently, Mathis Middle School Campus is exiting a successful year one transformation implementation of a TTIPS project where each student was provided with their own Dell Duo laptop thus the effort to provide access to internet for those students through this funding will empower the awarded hardware exponentially. Additionally, providing a tablet-type device for students in fifth, ninth, and tenth grades on a one to one basis be of benefit so they will have a tool for internet access and schoolwork and the progress made in access to technology at the middle school & high school levels will extend throughout the district providing many more students with technology access.</p>	

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 205904		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review student performance ELA for evidence of improved student achievement	1.	Student benchmark grades in ELA
		2.	Student report card grades in ELA
		3.	Teacher observation data collected through teacher survey each semester
2.	Review credit recovery evidence of improved student achievement	1.	Number of courses completed through use of offsite internet/tablet usage
		2.	Number of students promoting to grade ten having successfully completed ninth grade coursework
		3.	Number of students who graduate on time
3.	Review student progress in all core classes at grades 5,6,7,8,9,10	1.	Amount of time logged offsite into Compass Odyssey and Think Through Math to review core content and complete assignments
		2.	Student report card grades in all core content areas
		3.	Student benchmark data in core content areas
4.	Improved student achievement in math in ninth grade	1.	Student benchmark grades in Math
		2.	Student report card grades in Math
		3.	Checkout log for graphing calculators
5.	Surveys regarding benefits of internet access on their students' achievement	1.	Parent surveys each semester
		2.	Student surveys each semester
		3.	Teacher surveys each semester
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>As noted, the CIPP formative evaluation process will be used on a formative basis to identify and correct any problems that may arise during the grant period. The middle school TTIPS team already meets formally weekly to measure progress on that initiative. This Tech Lending grant if funded will be a logical extension of those conversations. Similarly, ongoing meetings with the high school principal in collaboration with the middle school principal and TTIPS team, etc. will be conducted and coordinated as appropriate to ensure full implementation of the grant. The successful TTIPS Y1-2 track record bodes well due to the size of the award and processes already in place as a model to collaborate on this potential Tech Lending grant. The Stufflebeam's CIPP Model as noted previously in this application is a comprehensive framework for formative and summative evaluations of projects, programs and systems (Stufflebeam, 2003).</p>			

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This Technology Lending application will target fifth, ninth, and tenth graders in all subject areas and all subpopulations of students in those grades including special education students in Mathis ISD for lending technology of Tablet-type devices and internet access. Students in grades five, nine, and ten including special populations of students will have access to lending technology in form of multi-use mi-fi devices for internet access as these students are recent recipients of Dell Duo laptops through a TTIPS grant; however, for most of these students internet access in their residence is nonexistent. There are two 1:1 laptop initiatives in the district. One is part of a TTIPS grant at grades 6-8 that began in 2011-2012. Additionally, Mathis HS seniors have access to laptops from a 1:1 laptop Vision 2020 project several years ago. Providing and targeting fifth, ninth, and tenth graders with one to one tablet-type devices will also support this tech lending initiative. With the previous initiative to distribute internet access in the district even more homes will be able to experience this wonderful potential new to bridge the digital divide whereby the hardwares' usage will be exponentially expanded by making internet access available off campus to homes through the checkout process of MIFI devices allowing multi users per device thus facilitating sibling usage in each home. The district technology plan notes technology-lending processes that will be helpful in facilitating this project. Especially for students whom need to recover credit through utilization of APlus and Compass Odyssey software, access to internet could provide that 24/7 access they need, will allow them to recover credit quickly and promote with their peers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Mathis District Director of Operations and Mathis High School and Mathis Middle School campus principals will oversee coordination of these grants on an in-kind basis using non-grant funds. Likewise the Chromebooks and MIF's will be distributed through coordination of technology personnel on each campus in collaboration with library personnel to ensure equitable access for students and ensure that multiple multi-user devices do not get checked out simultaneously to the same home. All technology will be barcoded and scanned upon checkout and electronically monitored for return upon designated time. The Mathis Middle School campus has a dedicated technology coordinator funded through the TTIPS grant whom will be responsible for ensuring that the technology lending equipment stays in proper working condition on the middle school campus. The district technology coordinator will ensure that the high school technology in this initiative stays in proper working condition on the high school campus. Ongoing weekly and other checkpoint meetings will monitor the assignment and distribution of the equipment to ensure equitable access.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of Mathis Middle School is not to meet the minimum floor for student achievement but to push student towards college readiness. For example, all campuses in Mathis ISD belong to the International Studies School Network(ISSN) since 2010-2011 and serves as a feeder school for the Mathis International High School campus which has been in operation since 2007. Mathis ISD's involvement in the ISSN which can be attributed to the visionary leadership of the current superintendent, Dr. Maria Casas, is unique as it is the only public rural district involved in the network of primarily urban charter schools located in New York, Los Angeles, Denver, Houston and Austin, etc. The core mission of the ISSN is to develop college ready, globally competent high school graduates and target persistently poor academic performance among low income and minority secondary school students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed plan for internet access is to purchase internet service likely through Verizon MIFI multi-user devices. Forty of these multi user devices are projected for purchase along with internet access. Potentially with five users allowed per device siblings and neighbors could access internet with the potential for 200 users at one time. Logistics of distribution will be resolved to maximize equitable access and maximum access upon receipt of this potential funding including coordination across the four district campuses so that not more than one device is checked out per family since each device can serve five students. All school devices will require Internet access to gain entrance through the Lightspeed content filter thus even if MIFI devices are distributed to a particular student for a period of time, their peers can come over to do homework and access the same device through the Lightspeed server. Moreover, the mobility of the selected MIFI device will further facilitate the internet access.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This technology lending program aligns with current curriculum, instruction, and classroom management policies and practices on all campuses in the district involved in this technology lending initiative. Mathis ISD is an International Schools ISSN district focused on college and career readiness and has been since the high school began this initiative in 2007. Multiple grant initiatives have supported technology integration with curriculum over the last five years. While content area scores in student achievement still lag behind, a new curricular initiative across the district with a curriculum team of specialists being hired will strongly support mediation of the academic and digital divide across the district. This initiative foregrounds the realization by the district that increased focus on academics is key and local funds have been dedicated to support that curricular initiative. Multiple digital curricular programs are already in place across the district K-12. Mathis ISD is gaining ground. This is attributable to perseverance from the top through the vision of Superintendent Dr. Maria Casas.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Subject Area/Grade Level Using Digital Content: Students throughout the district have access to Think Through math remotely provided they have internet access which this grant initiative will support. Additionally, the district has adopted digital content for ELA for grades 6-12 as well as APlus Learning for grades 9-12 and Compass Odyssey for grades 6-12. Ninth graders use ELA digital content as well as Compass Odyssey and APlus Learning. Sixth through eighth graders have online access to ELA and Compass Odyssey digital content; all of this digital content can be accessed off campus. Other forms of access to digital content including internet research are desirable and would be facilitated by receipt of this grant funding.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers in Mathis ISD have been provided extensive professional development in the use of digital content most recently during a summer institute targeting math teachers and the use of graphing calculators which is one of the technology lending hardware items supported in this potential grant application. Additionally, teachers have been provided with professional development on use of Compass Odyssey software over the course of the last school year 2010-2011 to support student use and their own data analysis of student use. Follow up professional development will be provided to new staff in 2013-2014 during the first three months of the grant. Finally, regarding the adoption of the ELA digital content, follow up professional development with the content provider will be scheduled and professional development will be provided to new teachers to the district to support implementation of that digital content to the grade levels 6-12 involved.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bandwidth and internet access in Mathis ISD has been a priority. Networks on campuses have been upgraded to provide dependable access to this remotely located rural district. Additionally, each Mathis ISD campus has an existing and campus dedicated technology coordinator. When issues arise with equipment failures, this support staff will be available to assist. Likewise, email addresses of these technology coordinators will be provided and issued with the technology lending devices so that communication and technical support can be provided on an ongoing and timely basis. Additionally, the district technology coordinator will contribute in-kind technical support to ensure the success of the project.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed plan for internet access is to purchase internet service likely through Verizon MIFI multi-user devices. Forty of these multi user devices are projected for purchase along with internet access. Potentially with five users allowed per device siblings and neighbors could access internet with the potential for 200 users at one time. Logistics of distribution will be resolved to maximize equitable access and maximum access upon receipt of this potential funding including coordination across all four district campuses so that not more than one device is checked out per family since each device can serve five students. All school devices will require internet access to gain entrance through the Lightspeed content filter thus even if MIFI devices are distributed to a particular student for a period of time, their peers can come over to do homework and access the same device through the Lightspeed server. Moreover, the mobility of the selected MIFI device will further facilitate the internet access.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Mathis ISD campus has an existing and campus dedicated technology coordinator. When issues arise with equipment failures, this support staff will be available to assist. Likewise, email addresses of these technology coordinators will be provided and issued with the technology lending devices so that communication and technical support can be provided on an ongoing and timely basis. Additionally, the district technology coordinator will contribute in-kind technical support to ensure the success of the project. The superintendent, Dr. Maria Rodriguez-Casas is a dedicated proponent of technology integration and will ensure that the initiative is implemented at a high level of fidelity to the grant proposal.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus principals in coordination with campus library staff will oversee coordination of these grants on an in-kind basis using non-grant funds. All technology will be barcoded and scanned upon checkout and electronically monitored for return upon designated time. All campuses have a dedicated technology coordinator that will also assist with oversight of equitable distribution and troubleshoot technical issues. Ongoing weekly and other checkpoint meetings will monitor the assignment and distribution of the equipment to ensure equitable access.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Mathis ISD District Technology Plan and Acceptable Use Policy address accountability of equipment and will be updated as needed to address the unique residential internet access provided in this potential funding. The tablet-type devices purchased will be insured and the quoted purchase price includes AppleCare protection. Additionally, the Dell Duos already provided at grades 6-8 are insured. The proposed WIFI devices are provided free of charge when internet access is purchased; however, the district technology plan and acceptable use policy will be updated to address issues of loss/theft of the devices.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mathis ISD already has an Acceptable Use policy in place. That policy will be amended to address the needs of this Technology Lending initiative including addressing responsible use and care of equipment, responsible use of the district's digital resources and responsible use of the internet. Where possible, the agreement will incorporate the existing Acceptable Use policy. No technology funded by this project will be distributed without parent and student signatory acceptance of the Technology Lending Agreement.

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